

# Seven Student Motivations for Choosing the Department of Early Childhood Teacher Education in Higher Education

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## **Seven Student Motivations for Choosing the Department of Early Childhood Teacher Education in Higher Education**

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### **Abstrak**

Memilih karir sebagai guru Pendidikan Anak Usia Dini mempunyai banyak tantangan sekaligus menyenangkan, tidak semua orang berminat pada profesi ini jika tidak dilatarbelakangi oleh alasan dan motivasi yang sangat kuat. Penelitian ini bertujuan untuk menganalisis apakah sesungguhnya motivasi mahasiswa memilih jurusan Pendidikan Guru Pendidikan Anak Usia Dini (PG-PAUD) di perguruan tinggi. Penelitian ini menggunakan metode gabungan kualitatif dan kuantitatif (*exploratory mixed methods design*). Sumber data kualitatif diambil dari dua puluh informan melalui wawancara mendalam dan dianalisis secara tematik menggunakan software analisis NVivo 10. Sedangkan sumber data kuantitatif diambil dari seratus orang responden menggunakan kuesioner dan dianalisis menggunakan software SPSS 20. Secara keseluruhan hasil analisis data kualitatif dan kuantitatif menunjukkan bahwa terdapat tujuh motivasi mahasiswa dalam memilih jurusan PG-PAUD. Tujuh motivasi tersebut yaitu i) dorongan orang tua (81%); ii) peluang pekerjaan setelah lulus (83%); iii) menyukai dunia anak-anak (85%); iv) guru merupakan pekerjaan mulia (100%); v) keinginan diri sendiri (70%); vi) keinginan menjadi guru (76%); dan vii) jurusan PG-PAUD tidak sulit atau menyenangkan (80%). Penelitian telah berhasil mengungkap motivasi mahasiswa memilih jurusan Pendidikan Guru Pendidikan Anak Usia Dini di Perguruan Tinggi, tentu temuan hasil penelitian ini perlu dilanjutkan oleh peneliti berikutnya dengan mengkaji keterkaitan aspek motivasi ini dengan berbagai variabel lainnya. Namun begitu setidaknya data ini telah dapat dijadikan sebagai rujukan awal untuk mengkaji isu dan permasalahan ini dalam konteks dan isu yang berbeda.

**Kata Kunci:** *motivasi mahasiswa; pendidikan guru-pendidikan anak usia dini; perguruan tinggi.*

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## Abstract

Choosing a career as an Early Childhood Education Teacher is both challenging and joyful. Not everyone is interested in this profession except for those who have strong motivation. This study aims to identify students' exact motivation to select the Early Childhood Education Department at Public University. This study uses combined qualitative and quantitative methods (exploratory mixed methods design). Sources of qualitative data were taken from twenty informants through in-depth interviews and analyzed using NVivo 10 analysis software, while sources of quantitative data were taken from a hundred correspondents and analyzed using SPSS 20 software. Both qualitative and quantitative data analyses showed that students have seven motivations to select the Early Childhood Education Department. Those seven motivations are: i) parents encouragement (81%); ii) job opportunities after graduation (83%); iii) loving kids (85%); iv) teaching is a noble profession (100%); self-will (70%); vi) the choice to be a teacher (76%); and vii) Early Childhood Education is not difficult, but joyful (80%). The study has successfully revealed seven students' motivations for selecting the Early Childhood Education Department at Public University. This study's results can be used as preliminary data for subsequent researchers to examine this problem in different contexts and issues. This study's findings need to be continued by the next researcher by examining the correlation between motivational aspects with various other variables. However, this data can also be used as an initial reference for examining the issues and problems in different contexts.

**Keywords:** *students motivation; department of early childhood teacher education; higher education.*

## Introduction

Talks on self-motivation are always interesting because they are directly related to every human as an individual. Psychologists like (Frederick Herzberg; Bernard Mausner; Barbara Bloch Snyderman, 2017; Gardner, 2001; Goleman et al., 2013; Maslow, 2000; McClelland, 1987; Robbins & Judge, 2008; Zohar, D., & Marshall, 2004) are psychologists who have discussed research related to self-motivation. Among the self-motivation studies, for example, the relationship between motivation and work ethic or the results of one's work, in the context of education, also includes various studies such as the relationship between motivation and enthusiasm or learning outcomes of students, as well as various other self-motivation study themes.

Maslow argues that motivation is a power of the movement that arises in a person—with this power encouraging a person to do something (Maslow, 2000). Motivation can also be interpreted as an internal condition that awakens a person to act, encourage humans to achieve specific goals, and keeps a person interested in certain activities that they have chosen (Frederick Herzberg; Bernard Mausner; Barbara Bloch Snyderman, 2017; Gardner, 2001; McClelland, 1987). Meanwhile, Robbins dan Judge sees motivation as an impulse that arises both from internal and external sources within a person, which can be seen in the presence of desire, interest, drive, need, hope, aspiration, appreciation, and respect (Robbins & Judge, 2008). However, Zohar dan Marshall explains that motivation is a motivation or cause for a person to perform an activity to achieve a goal (Zohar, D., & Marshall, 2004). Based on the expert opinions above, in general, motivation is a condition that encourages, stimulates, or moves a person to do something or an activity they do to achieve a goal. This urge can arise from within a person or be influenced by external circumstances or the surrounding environment.

As stated above, a person's motivation aspect is always directly related to all activities and work carried out (Nalim, 2015). According to Goleman, whatever forms of activity carried out by humans cannot be separated from what motivates them to do the job. Self-motivation will lead a person to continue to be enthusiastic about achieving success, have a high commitment, be proactive, always seize opportunities and act *istiqamah* to get to the goal achieved, even though various obstacles and hindrances are blocking (Goleman et al., 2013).

Different circumstances and conditions will occur when a person does a job based on a robust self-motivated drive. This situation will impact unpleasant emotions such as annoyance, anger, sadness, and enthusiasm for doing something (Damri et al., 2017; Murniyetti et al., 2016;

Rakes & Dunn, 2010). Because according to McClelland, every human being needs achievement, the need for this achievement encourages people to strive for success (McClelland, 1987).

There are various reasons and motivations for a person to choose various disciplines. According to Susilowati and Pratiwi, learning something that is not based on motivation from within is also not supported by the presence of talents, interests, and abilities, which will impact unpleasant emotions (Susilowati & Pratiwi, 2019). For example, a student chooses a program due to their parents' will, follows their friends' choice, or avoids continuing their higher education education. However, according to Hsu's research, the impact of a person's low motivation behavior in learning results in decreased academic achievement. If this condition continues, it will result in the low quality of graduates of an educational institution (Hsu, 2010). Of course, it will also impact a person's low competitiveness in the career world (Noe et al., 2015).

Regarding the issue that the authors raised in this study, it is known that students' lives always experience a transition at every level of education they take in the world of education. Usually, the transition from one level to the next will go through various available methods and tests. For students who will continue their studies in higher education, apart from being required to go through a rigorous and lengthy selection process, students are also required to choose the department or program they take from their inner motivation. It would be even better if it were in line with their talents and interests. According to Winkel, a mistake in choosing a program by a student in a higher education institution can, in the future, have an impact on learning outcomes, and they can even leave without getting a certificate (Winkel, 2005).

According to the authors, because of the large role of motivation for a student in achieving success in Higher Education, studies related to whether students' background and motivation in choosing the major to be undertaken need to be discussed and researched. Although research related to student motivation in higher education has been widely studied by previous researchers such as (Arif, 2013; Copriady, 2014; Reni Yatnasari Silaban, Hendro Bidjuni, 2016; Riezky & Sitompul, 2017; Umboh et al., 2017; Wibowo, 2018), these researchers only focus on the relationship between student's self-motivation and learning outcomes. Meanwhile, research that explicitly discusses student motivation to choose majors, especially in Early Childhood Teacher Education (PG-PAUD) in higher education institutions, has not been found. The fundamental difference between this research issue and previous studies is that the previous researchers discussed motivation after active students in higher education. However, this research discussed student motivation before entering the world of education in higher education institutions.

## Methods

This research uses a combination of qualitative and quantitative methods (exploratory mixed methods design). This approach was popularized by Creswell, who explains that if two data sources are combined in a study, the researcher will get more comprehensive, accurate, and in-depth data (Creswell, J. W., & Creswell, 2017). In this study, qualitative data sources were taken through in-depth interviews with twenty informants determined using the purposive sampling technique. The selected informants have met four criteria, i.e., understanding the problems under study, are still active in the field under study, have time to provide information to researchers, and provide information in line with facts that occur in the field (Sugiyono, 2014). After the interview was held with all informants, the transcribing process was carried out. Then, the authors took themes that matched the research needs. The process of this analysis is done by the authors using NVivo 10 qualitative analysis software. Thematic analysis with NVivo software is an effective way for a researcher to analyze the results of the interview so that it can be seen in detail and in-depth (Amnda et al., 2020; Boyatzis, 1998; Clarke & Braun, 2013; Engkizar et al., 2018; Syafril & Yaumas, 2017).

Furthermore, the quantitative data source was taken using a questionnaire to one hundred respondents selected from a population of three hundred and ten using a simple random sampling technique. In this study, Respondents were active students studying at the Early Childhood Teacher Education (PG-PAUD) program Cohorts 2017 and 2018 at Padang State University (UNP).



The authors need to explain that all questionnaire items for quantitative data collection are the themes obtained from the previous qualitative analysis. All data taken through questionnaires were analyzed descriptively using SPSS 20 software.

## Results

Based on the interviews conducted with twenty informants, the analysis results found seven crucial themes related to students' real motivation in choosing a PG-PAUD major. The seven themes can be seen in Figure 1 below.

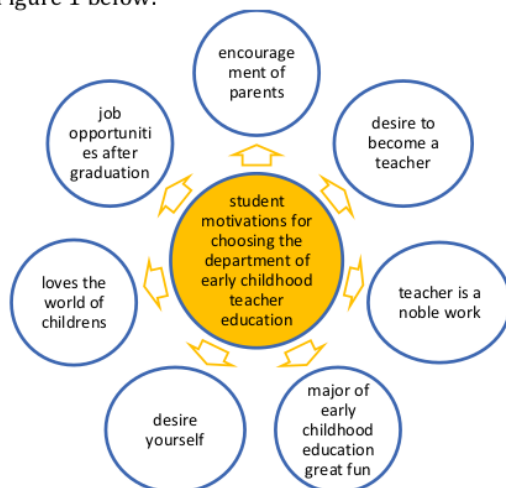


Figure 1. Description of Student Motivation in Choosing the PG-PAUD Department

Based on Figure 1, the authors can explain that after conducting in-depth interviews with informants, there are seven motivations for students to choose PG-PAUD major, the seven themes are i) encouragement from parents, ii) job opportunities after graduation, iii) loving the world of childrens, iv) teachers are a noble job, v) self-desire, vi) desire to become a teacher, and vii) PG-PAUD majors are not tricky or fun.

To make it more interesting, in the following section, the authors describe the excerpt from interviews with informants based on the seven themes explained above. The interview description that the authors' display was a short statement from the informant when the interview was conducted. Although the informants conveyed the interview excerpts in slightly different language structures, they had the same purpose and intention.

The first theme is parental encouragement. According to the informant, parental encouragement was among their motivations for choosing this major. The informants also stated that they were not interested initially, but after encouragement and motivation from their parents, they were interested in entering PG-PAUD central. This theme was stated by informants 2, 5, 7, and 9, as shown in the interview excerpt in the following table 1:

Table 1. First Theme Interview Excerpt

Theme	Informant	Interview Excerpt
Encouragement of parents	2	,... Initially, I wanted to become a policewoman and take a major in animal husbandry but did not pass, ... after that my parents suggested taking this major
	5	,... My parents wanted their daughter to become a teacher...
	7	,... My parents suggested choosing a PG-PAUD major because my family owns a PAUD foundation.
	9	Among my motivations, yes, because there is encouragement from my parents, ...

The second theme is job opportunities after graduation. According to informants, the PG-PAUD department has an excellent opportunity to get a job in the career world, mainly since it exists at all levels of education and is spread across all corners of the region, both cities, and villages. This theme was stated by informants 1, 6, 8, 10, 11, and 16, as shown in the interview excerpt in the following table 2:

Table 2. Second Theme Interview Excerpt

Theme	Informant	Interview Excerpt
Job opportunities after graduation	1	<i>... in my area, my chances of work to be early childhood teachers is very large, ...</i>
	6	<i>Several people advised me that this department's job opportunities are extensive in the future...</i>
	8	<i>Wherever it is, early childhood education teachers are needed, so I choose this major ...</i>
	10	<i>I see that there are not many early childhood education teachers in my village, so I think there are many opportunities for this profession in the future.</i>
	11	<i>... after my observation, it seemed that the early childhood education teacher profession is among the most needed teacher in the community.</i>
	16	<i>The world of education starts at an early age. Indeed, every child will get in early childhood education first before continuing their next level of education, so early childhood education teachers are the ones first needed</i>

The third theme is loving the world of children. According to the informants, they chose the PG-PAUD major because they like children's world and like to hang out with children. This theme was stated by informants 12, 13, 15, 17 & 18 as quoted in the interview in table 3 below:

Table 3. Third Theme Interview Excerpt

Theme	Informant	Interview Excerpt
Loving the world of children	12	<i>I love the world of children ... that is why I chose PG-PAUD major</i>
	13	<i>According to my, in the world of children's fun, hanging out with the kids is fun, ...</i>
	15	<i>... I have loved children since long ago, that is why I chose a PG-PAUD major, ...</i>
	17	<i>... even though at first my parents did not allow me to, but I like children, that is why I chose PG-PAUD major, ...</i>
	18	<i>..., according to my teaching children is fun, and I have liked the world of children ...</i>

The fourth theme is that teachers are a noble job. Although this theme was only conveyed by one informant, according to the author, this theme is exciting because, among the informant's motivations for choosing the PG-PAUD major, the response was that being a teacher is a noble job. This theme was stated by informant three, as shown in the interview excerpt in the following table 4:

Table 4. Fourth Theme Interview Excerpt

Theme	Informant	Interview Excerpt
The teacher is a noble work	3	<i>First, I love the world of children, and then I assess the profession of a teacher as a noble job... educating children is like we are saving a reward, and being a teacher has its merit in it.</i>

The fifth theme is self-desire. According to the informants, one of their motivations for choosing the PG-PAUD major is to become a PAUD teacher. Some of the informants even wanted to become a PAUD teacher before entering the world of higher education. This theme was stated by informants 16, 19, 14, & 20, as quoted in the interview in table 5 below:

Table 5. Fifth Theme Interview Excerpt

Theme	Informant	Interview Excerpt
Desire Yourself Alone	16	<i>My motivation is because of my self desires to pursue this profession, ...</i>
	19	<i>From the first time I chose to go to a University, I have been interested in early childhood teacher education. It is my wish to study in this major.</i>
	14	<i>,... Because of my own heart's desire, from the beginning, I wanted to become a PG-PAUD teacher</i>
	20	<i>..., I want to be an educator in the PG-PAUD major, ...</i>

The sixth theme is the desire to become a teacher. According to the informant, the informant has the desire to become a teacher after graduating from University. This theme was conveyed by informant four, as seen in the interview excerpt in Table 6 below:

Table 6. Sixth Theme Interview Excerpt

Theme	Informant	Interview Excerpt
The desire to become a teacher	4	<i>I aspire to become a teacher after graduating from University. I see that the PG-PAUD major is moving into this profession. This department does produce teachers.</i>

The seventh theme is that the PG-PAUD major is not difficult or that it is fun. This theme emerged from one of the informants who saw and considered that the PG-PAUD department was not too tricky than other majors. This theme was conveyed by informant 13, as seen in the interview excerpt in Table 7 below:

Table 7. Seventh Theme Interview Excerpt

Theme	Informant	Interview Excerpt
The PG-PAUD major is not tricky. It is fun.	13	<i>First, I love the world of children, ... then I think PG-PAUD major seems not too heavy, it is fun, because later when we become a teacher, we always get along with children, ...</i>

As the authors have previously explained, all questionnaire items used as instruments in the following quantitative data are the results of the themes that arise when the interviews are held with all informants in qualitative research. Based on the results of the descriptive analysis as a whole, the results of the study can be seen in Table 8 below:

Table 8. Descriptive Analysis of Student Motivation Choosing the Department of Early Childhood Teacher Education

No.	Are the items below included as your motivation in choosing the Department of Early Childhood Teacher Education?	N = 100 people (total number of respondents) Frequency and percentage					
		Very Disagree (%)	Disagree (%)	Doubtful (%)	Agree (%)	Strongly Agree (%)	Total (%)
1	Encouragement of parents	3 (3%)	10 (10%)	6 (6%)	54 (54%)	27 (27%)	100 (100%)
2	Job opportunities after graduation	0 (0%)	5 (5%)	12 (12%)	51 (51%)	32 (32%)	100 (100%)
3	Loving the world of children	1 (1%)	0 (0%)	13 (13%)	45 (45%)	41 (41%)	100 (100%)

N o.	Are the items below included as your motivation in choosin g the Department of Early Childhood Teacher Education?	N = 100 people (total number of respondents) Frequency and percentage					Tota l (%)
		Very Disagre e (%)	Disagree (%)	Doubt ful (%)	Agree ( %)	Strongly Agre e (%)	
4	Teacher is a noble work	0 (0%)	0 (0%)	0 (0%)	32 (32%)	68 (68%)	100 (100 %)
5	The own self desire	2 (2%)	6 (6%)	22 (22%)	36 (36%)	34 (34%)	100 (100 %)
6	The desire to become a teacher	2 (2%)	1 (1%)	21 (21%)	48 (48%)	28 (28%)	100 (100 %)
7	The PG-PAUD major is not difficult, it is fun	1 (1%)	6 (6%)	13 (13%)	64 (64%)	16 (16%)	100 (100 %)

Overall from table 8, the authors can explain that from a total of seven items of respondents' motivation in choosing the Department of Early Childhood Teacher Education, the percentage of respondents' answers to these seven items is in a score above 47% with agreeing and strongly agree as to their the answers. The exciting thing is that the fifth item of 'teacher is a noble job' reaches the highest score of 100%. In other words, the two scores above concluded that overall respondents agreed that their motivation for choosing the Early Childhood Teacher Education department was due to encouragement from parents, job opportunities after graduating from college, loving the world of children, being a teacher is a noble job, self-desire, the desire to become a teacher after graduation, and they think that the PG-PAUD major is not difficult, or that it is a fun department.

## Discussion

Research and issues related to education's motivational aspects have been widely studied in education, especially in the classroom's learning process. However, previous studies only focus on the motivational aspects of ongoing students or after going through a lesson, for example, the results of research on the relationship between teacher competence and learning outcomes (Yusnita et al., 2018); or the relationship of learning media with learning interest (Agusti et al., 2018; Zafirah et al., 2018), and the relationship between parental support and learning motivation (Hasanah et al., 2019), and the relationship between motivation and learning outcomes (Hamdu & Agustina, 2011; Zanthi, 2016). All the above research results conclude that, in principle, the motivation aspects of a student in a lesson have a very significant relationship in determining the success of completing education.

As the author mentioned earlier, motivation does not only appear after a person enters the learning world. However, motivation appears when a person determines their choice to pursue a profession because it will determine how their career and future will be in the future. As stated by Dariyo, a person will have a high motivation to learn if they realize and understand the goals they will achieve in the future (Dariyo, 2004). This means that the motivational aspect has appeared before a person does a job they will do.

Regarding student motivation in choosing the Department of Early Childhood Teacher Education (PG-PAUD) in higher education institutions as the issues discussed in this article, this study found seven essential themes that underlie why students choose this major. To make the seven research findings more interesting, the authors discuss the findings based on theory, expert opinion, and previous research results that discuss this issue in more or less the same context and issues.



According to several informants, the first motivation was motivated by parents' encouragement before they were less interested in majoring in PG-PAUD. However, after discussing with their parents, they were finally interested in choosing this profession as their career after graduating from University. The importance of parents' role to be active and discuss with children in directing careers and their future is very much needed. This is because children need to reap experiences from adults, and parents are the first teachers for a child to gain experience. The importance of the role of parents to motivate and play an active role in directing children's careers has been proven by the research of Taylor et al. who conclude that "*without parental approval or support, students and young adults are often reluctant to pursue-or even explore-diverse career possibilities*" (Taylor et al., 2004). Likewise, with the conclusion of Perkins and Peterson, "*through career planning with a parent, adolescents in Grade 12 showed greater career certainty, less indecision, more career salience, and stronger ego identity*" (Perkins & Peterson, 2005). In essence, parental support is needed for children in designing their career and future in future.

The second motivation is motivated by the immense job opportunities for the PG-PAUD department after graduating from University. According to the informants, before a child continues education at a higher level, early education is an educational level that must first be passed. This opportunity is the basis of motivation for most informants and respondents to choose the PG-PAUD major. The research of Risnawati and Irwandi supports this second motivation. They found many factors behind the student's decision to choose a major in a higher education institution, one of which was the enormous opportunity to find work after completing education (Risnawati & Irwandi, 2012). In fact, according to several informants who graduated from PG-PAUD, they are not only focused on becoming a PG-PAUD teacher. However, they can also have a career in many professions, including as Kindergarten (TK) teachers, early childhood tutors, teachers of children with special needs, PAUD lecturers in higher education institutions, child counselors, business owners where children play, and other social works that are engaged in education. This is supported by research results of Edi Waluyo and Wulansari, in which after conducting surveys in various educational institutions where PG-PAUD graduates have their careers, it is generally found that the competency level of PG-PAUD graduates is at an excellent stage of ability (Edi Waluyo, 2012; Wulansari & Kurniawati, 2017).

The third motivation is motivated by loving the world of children. According to the author, this motivation is an impulse and desire that has arisen from within the student (intrinsic motivation), different from the two previous motivations that come from the influence of a person or the environment (extrinsic motivation). Referring to the results of previous interviews, most informants stated that before choosing the PG-PAUD department, they liked the world of children. Talking about the context of children's education, the PG-PAUD department was the right choice because this education level will always be there and interact with the children's world.

The fourth motivation is motivated by the belief that being a teacher is a noble job. According to the authors, this finding is an interesting theme because it is still one of the motivations and inspirations for students in choosing PG-PAUD majors. Even the quantitative data facts show that almost all respondents stated this theme was faithful as one of their motivations to become PG-PAUD teachers. The authors also consider that this motivation is significant to be put forward. It is mandatory for all prospective educators in the PG-PAUD department and all education majors. The existence of motivation and belief that being a teacher is a noble job will at least change the mindset and power of making an effort for students in completing their education or after working as a teacher in a school. Being a teacher is no longer seen only as a daily task, but also a personal, moral, social, and religious responsibility. When viewed from religion and education in Islam, the teaching profession is one of the noblest professions. As described by Imam Al-Ghazali, the honor of teachers in the context of Islam is a person who provides the use of life in the world and the eternal afterlife to their students (Al-Ghazali, 1982). to achieve this goal, the teacher may imitate how the Prophet (PBUH) has exemplified how to become a teacher for children, students, and friends and become a teacher of all people.

Furthermore, Imam Al-Ghazali explained that being a teacher is like a farmer who cares for their plants. Whenever they see a stone or plant that is harmful to their plant, they immediately pull it out and throw it away (Al-Ghazali, 1982). Furthermore, these farmers always water their plants to grow correctly and are well maintained to be better than other plants.

Furthermore, according to Muhammad Yusuf A. and Siregar, there are eleven characteristics of a noble teacher, i.e., first, reprimanding mistakes through satire; second, having patience in teaching; third, not adding lessons before students understand; fourth, having principles. Fifth, being wise and compassionate; sixth, being an example. Seventh, giving lessons according to students' level of understanding; eighth, providing clear and precise lessons; ninth, respecting the teacher's code of ethics; the tenth, intelligent; and eleventh, perfect reasoning (Ahmad & Siregar, 2015).

Based on the analogy of a teacher from Imam al-Ghazali and the nine descriptions of teachers' duties and responsibilities as described above, it is fair to say that the teaching profession is one of the noblest jobs. Because according to Kasmar et al., there are only two jobs in this world, the first is to be a teacher, and the second is a job apart from being a teacher (Kasmar et al., 2019). This is because everything starts and is started by a teacher, and there is no other job in this world without learning from a teacher.

Referring to teachers' concept above, enthusiasm and hope have begun to appear among current PG-PAUD teacher candidates. Research results by Halida (Halida, 2014) and Wahyuni a Reswita (Wahyuni & Reswita, 2017) show several positive trends found in PG-PAUD students example, behaving positively in dealing with various situations, increasing independent learning attitudes, good emotional maturity.

The motivation for the fifth and sixth is motivated by self-desire and the desire to become a teacher. The authors deliberately join these two together because they have the same meaning and purpose. If we analyze these two themes, each individual needs to have. This two self-motivation are even the keys that determine a person's success in whatever field of work to be chosen and carried out. Especially in the context of education, the aspect of self-motivation cannot be separated from a student, both at the time of determining the chosen major and while undergoing the chosen education. According to several previous studies, students who have high self-motivation in undergoing their education have shown better values and academic achievement in higher education (Daniela, 2015; Hashemian & Heidari, 2013).

Further argue that students who have high self-motivation in taking their education are proven to adjust quickly, try to learn independently, and complete their studies more on time (Wang et al., 2008). Meanwhile, Jozsa and Molnar state a significant relationship between self-motivation and the success of one's education (Jozsa & Molnar, 2013). It will even impact the motivation to find the right job according to the obtained diploma.

Based on some of the research results above, it is increasingly evident that aspects of self-motivation, such as the desire for oneself to pursue a field of work, are proven to profoundly impact an individual while carrying out the profession and after completing it. The findings of the fifth and sixth themes in this study are supported by research results from Wibowo, which concluded that the motivation of a student in choosing a major dramatically influences the learning achievement achieved (Wibowo, 2018). Meanwhile, Haristi et al. and Ruswandi concur that most of the students who major in PG-PAUD are motivated by self-motivated demands such as the prospect of this profession's job has excellent opportunities in the future (Haristi et al., 2015; Ruswandi, 2019).

The seventh motivation is motivated by the student's perception that the PG-PAUD department is not burdensome and fun. Referring to the results of interviews with informants, what is meant by the PG-PAUD department is not difficult or that it is fun, is that the informants believe this department is full of games and children, so informants indirectly consider the challenges to be faced are not too tricky when compared to major in the same field.

However, the authors assess that the above assumption is not entirely correct. The profession of a PG-PAUD teacher requires a variety of skills to develop children's creativity in learning. Putra, PG-PAUD teachers, need to always hone their abilities with various skills (Putra,

2016) because their duties in learning areas to explore and hone students' abilities. PG-PAUD students must also have proficiency in using ICT to support the successful learning of PG-PAUD children (Widuroyekti, 2011). In other words, in principle, students majoring in PG-PAUD as prospective teachers have a big responsibility as a teacher. This is because, during this childhood, students needed to be explored and have their various competencies sharpened for the next development.

## Conclusion

This research has succeeded in uncovering seven student motivations in choosing a PG-PAUD major in higher education. The seven motivations are parents' encouragement, job opportunities after graduation, loving the world of children, being a teacher is a noble job, self-desire, the desire to become a teacher, and the PG-PAUD department are not tricky. It is fun. For a prospective teacher, motivation is crucial because it is responsible for building a civilization and educating its children. After all, being a teacher is a noble profession. Because there are only two jobs in this world, the first is to be a teacher, and the second is a job apart from being a teacher. This is because everything starts and is started by a teacher, and there is no other job in this world without learning from a teacher. At least this research can be used as a basis and reference for future researchers to examine this problem in different contexts and issues.

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